

GRADE 3 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

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GRADE 3 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

The Language Arts Curriculum Specifications for Achievement Tests in Grade 3 were prepared in July, 1981, by a committee of classroom teachers, Language Arts consultants, and Alberta Education personnel, under the direction of the Curriculum Branch. These specifications were revised and validated in January, 1982. Alberta Education acknowledges with appreciation the contributions of the members of the Grade 3 Language Arts Committee.

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Two major criteria for the Grade 3 Language Arts Achievement Tests were used as the bases underlying the *curriculum specifications* for the tests. They are:

1. to be based wholly on the *Program of Studies for Elementary Schools, 1978* (amended 1981), .
2. to reflect the wholeness of the Language Arts program through integrating a taxonomy of levels of *thinking* with the various *communication skills*. These include the receptive components of listening, viewing, reading, and the expressive components of speaking and writing.

WEIGHTING FACTORS

Varied emphases are reflected in the system of weighting *frequency* (time spent) and *importance*.

1. Time Factor

The Curriculum Specifications Committee recommended frequency ratings from 5 (high frequency) to 1 (low frequency) comparable to the amount of time spent in class mastering the various *concepts* (e.g. Supporting Details) and percentage weightings on the Language Arts *skills* (e.g. Listening). When and where percentage weightings are given, a range from 5 to 10 percent exists. For example, it is advised that 20 - 30 percent of class time be spent on *writing concepts* while a large amount of time be spent on *main idea* because it is categorized as a 5.

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2. Importance Factor

The *importance* factor, separate from the *time* factor, is represented by the letters A, B, C, D as follows:

- A - Extremely important
- B - Very important
- C - Important
- D - Somewhat important

The objective *main idea* weighted 5A, therefore, means a large amount of time is spent on it (5) and it is extremely important (A). [See Table 3]

For further clarification of *curriculum specification* concepts, readers should refer to the concept and skill statements in the *Program of Studies for Elementary Schools, 1978* (amended 1981).

Table 1 outlines the percentage range of classroom time suggested for each of the communication skills. Table 2 outlines the time suggested for each of the taxonomic levels. Table 3 presents detailed *curriculum specifications*.

Table 1

Grade 3 Language Arts Total Curriculum

MODALITIES	PERCENTAGE RANGE
WRITING	20 - 30
READING	20 - 30
VIEWING	5 - 10
LISTENING	15 - 25
SPEAKING	15 - 25
TOTAL	100

Table 2
Grade 3 Language Arts

TAXONOMIC LEVELS	TIME WEIGHTING IN PERCENT
I. LITERAL UNDERSTANDING	20 - 30
A. Recognizing and Recalling	
II. INFERENTIAL UNDERSTANDING	20 - 30
A. Inferring	
B. Interpreting	
C. Predicting	
D. Concluding	
III. APPLICATION	25 - 35
A. Locating and Organizing	
B. Classifying	
C. Synthesizing	
IV. EVALUATION	10 - 20
A. Distinguishing	
B. Judging Appropriateness	
C. Judging Worth, Desirability, and Acceptability	
V. APPRECIATION	10 - 15
A. Responding	
TOTAL	100

Table 3

Grade 3 Language Arts Curriculum Specifications

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
20 - 30 %	I. LITERAL UNDERSTANDING						
	A. <u>Recognizing and Recalling</u>						
	1. main idea	5A	x	x	x		
	2. supporting details	5A	x	x	x		
	3. vocabulary (contextual [semantic, syntactic], phonetic, and structural)	5A	x	x	x		
	4. sequence	3A	x	x	x		
	5. directions (procedures)	5A	x	x	x		
	6. comparison and contrast	2C	x	x	x		
	7. classification	5B	x	x	x		
	8. character traits	2C	x	x	x		
	9. relationships (e.g. cause and effect)	3B	x	x	x		
	10. conventions of the language (e.g. mechanics, levels of usage)	5C	x	x	x		
	11. feelings and emotions	3B	x	x	x		
	12. forms of literature (e.g. poetry, plays)	3C	x	x	x		
	13. elements of the writer's craft (e.g. rhythm, sensory image)	2C	x	x	x		
20- 30 %	II. INFERENTIAL UNDERSTANDING						
	A. <u>Inferring</u>						
	1. main idea	3A	x	x	x		
	2. details	2C	x	x	x		

* Weighting code (based on what the teachers recommended):
Percentages represent *time spent*

** A B C D
Extremely Very Important Somewhat
Important Important Important Important

*** 5 4 3 2 1
High Low
Frequency \longrightarrow Frequency

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
	<p>3. vocabulary (contextual [semantic, syntactic], phonetic, and structural)</p> <p>4. sequence</p> <p>5. comparison and contrast</p> <p>6. classification</p> <p>7. character traits</p> <p>8. relationships (e.g. cause and effect)</p> <p>B. <u>Interpreting</u></p> <p>1. body language (e.g. facial expression, voice quality)</p> <p>2. feelings and emotions</p> <p>3. role of reader/writer, viewer/illustrator, speaker/listener</p> <p>C. <u>Predicting</u></p> <p>1. predicting outcomes</p> <p>D. <u>Concluding</u></p> <p>1. drawing conclusions</p>	<p>4A</p> <p>3A</p> <p>1C</p> <p>4B</p> <p>3B</p> <p>4B</p> <p>2B</p> <p>3B</p> <p>1C</p> <p>5A</p> <p>4A</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>		
25- 35%	<p>III. APPLICATION</p> <p>A. <u>Locating and Organizing</u></p> <p>1. assembling information from a wide variety of resources (e.g. dictionary, resource person)</p> <p>B. <u>Classifying</u></p> <p>1. a wide variety of forms of expression (e.g. literary formats)</p> <p>C. <u>Synthesizing, by</u></p> <p>1. formation of sensory images</p> <p>2. use of increasingly complex forms of language (e.g. phrases, sentences, paragraphs)</p>	<p>4B</p> <p>4B</p> <p>3C</p> <p>5A</p>	<p>X</p> <p>x</p> <p>x</p> <p>x</p>	<p>X</p> <p>x</p> <p>x</p> <p>x</p>	<p>X</p> <p>x</p> <p>x</p> <p>x</p>	<p>X</p> <p>x</p> <p>x</p> <p>x</p>	<p>X</p> <p>x</p> <p>x</p> <p>x</p>

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY **	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
	3. use of increasingly widening contexts (audience, purpose, situation, subject)	5A	x	x	x	x	x
10-20%	<p>IV. EVALUATION</p> <p>A. <u>Distinguishing</u>, between</p> <ol style="list-style-type: none"> 1. reality/fantasy 2. fact/opinion 3. plausibility/exaggeration <p>B. <u>Judging Appropriateness</u></p> <ol style="list-style-type: none"> 1. rules of language (e.g. syntax, meaning) 2. conventions of language (e.g. formal/informal language, punctuation) 3. level of attention according to purpose 4. adjustment of rate to suit purpose <p>C. <u>Judging Worth, Desirability, and Acceptability</u>, of</p> <ol style="list-style-type: none"> 1. ideas (e.g. feelings, humor) 2. importance of acceptable social behavior 	<p>4C</p> <p>3C</p> <p>1D</p> <p>1D</p> <p>1D</p> <p>1C</p> <p>1C</p> <p>3B</p> <p>3C</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>
10-15%	<p>V. APPRECIATION</p> <p>A. <u>Responding</u></p> <ol style="list-style-type: none"> 1. emotional response to content 2. author's use of language <ol style="list-style-type: none"> a) different types of literature and elements of the writer's craft b) delights and pleasures of language c) visual and auditory imagery - rhythm in language 	<p>3B</p> <p>2D</p> <p>2B</p> <p>2B</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>

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